

**SOUTH CAROLINA DEPARTMENT  
OF JUVENILE JUSTICE**

4900 Broad River Road  
Columbia, SC 29212

**GRADES**

6-12

**ENROLLMENT**

Average 1200 students per day

**SUPERINTENDENT**

Ms. Meda C. Cobb 803-896-9110

Birchwood High School

Anita Latham

Willow Lane Middle School

Nancy Montgomery

Greenwood School for Girls

Nancy Montgomery

Evaluation & Detention

Georgia Priester

Center Schools

**BOARD CHAIR**

William R. Byars, Jr., Director

**THE STATE OF SOUTH CAROLINA**

**ANNUAL SCHOOL  
REPORT CARD**

**2003**

**ABSOLUTE RATING:**

**GOOD**

The school's performance exceeded the standards for progress toward the 2010 SC Performance Goal.

**IMPROVEMENT RATING:**

**UNSATISFACTORY**

The school's improvement rating was unsatisfactory due to no gain on the achievement index since last year.

**ADEQUATE YEARLY PROGRESS:**

**N/A**

Adequate yearly progress is not applicable for this school.

**SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## Department of Juvenile Justice

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	N/A	N/A
2002	Good	Excellent	N/A
2003	Good	Unsatisfactory	N/A
2004			

**Goal: By 2010, at least 90% of the juveniles committed to DJJ for a period of eight months or more will make gains in reading and math as measured by the difference between pre-test and post-test grade equivalents.**

**Students enrolled for a period of eight months or more**

**California Achievement Test**

Increased Reading Level	80%
Increased Math Level	80%
Average Gain	2.9

**Goal: By 2010, at least 90% of the juveniles committed to a period of eight months or more and in a diploma program will pass one or more subtests on the South Carolina Exit Exam.**

Percent of students in a diploma program passing one or more subtests on the South Carolina Exit Exam after being committed to a period of eight months or more

56%

### DEMOGRAPHICS

Ethnicity		Gender		School Status at Time of Commitment	
African-American	60%	Male	76%	Not Attending or Other	10%
White	38%	Female	24%	Regular Education	55%
Other	2%			Special Education	35%
Household Income		Living Arrangement		Legal Characteristics	
Under \$10,000	28%	Single Parent	54%	Violent/Serious Offense	11%
\$10,000 - \$19,000	30%	Both Natural Parents	13%	Prior Court History	89%
\$20,000 or more	42%	All Other	33%		

### COUNTIES COMPRISING MAJORITY OF COMMITMENTS

Richland	17%	Greenville	13%	Aiken	4%
Spartenburg	3%	Lexington	8%	Charleston	4%
TOTAL: 49%					

	Our School	Change from Last Year
Students (n=1200)		
Retention rate	15%	N/R
Attendance rate	99%	N/R
With disabilities other than speech	35%	Up from 30%
Older than usual for grade	60%	Same
Suspended or expelled	0%	N/R
Annual dropout rate	0%	N/R

Teachers (n=117)		
Teachers with advanced degrees	83%	Up from 56%
Continuing contract teachers	100%	N/R
Highly qualified teachers	N/A	N/C
Teachers returning from previous year	87%	Down from 93%
Teacher attendance rate	94%	Up from 93%
Average teacher salary	\$51,730	Up from \$48,000
Professional development days	10	Same

School		
Superintendent's years at school	1	Down from 6
Student-teacher ratio	12:1	Same
Prime instructional time	N/R	Same
Dollars spent per pupil	App \$2500	Same
Percent spent on teacher salaries	N/R	Same
Opportunities in the arts	50%	Same
SACS accreditation	No	N/C

Note: DJJ is a continuous-progress special school district within a state agency that provides 24/7 residential care. The amount reflected in "Dollars per Student" is for the Division of Educational Services only. The juveniles are wards of the state; therefore parent conferences are not held regularly. Instruction is provided wherever the juveniles are, such as in special management units; therefore attendance is over 98%. Teachers are state employees and therefore do not have contracts.

The SCDJJ Special School District provides academic and vocational training to students in grades 6 – 12 in a variety of settings, including institutional schools, evaluation centers, a detention center, marine institutes, and wilderness camps. Our population consists of youth from throughout South Carolina, age 12 to 18, who have been adjudicated delinquent in Family Court for committing one or more crimes. At the time of commitment, 35% of our students are in special education programs with a large percent not attending school. Even those who are in regular education prior to commitment have not received the full benefit of schooling because they have been suspended or expelled much of the time, and nearly 9 out of 10 students do not come from stable, two-parent homes. In the spirit of accountability, we have selected three ambitious, but critical, measures for our school district: 1) increasing the reading levels of our students, 2) increasing the math levels of our students, and 3) increasing the percentage of high school students who pass the S.C. Exit Exam. These goals, while difficult, are necessary if we are to encourage high school graduation for our students. To measure our progress we compare our students' pre-test scores on an achievement test with their post-test scores eight months later. We also track the percentage of our students who pass one or more subtests on the Exit Exam. This year 56% of our diploma program high school students passed one or more Exit Exam tests. This year we also had 104 students pass their GED. This was up from 65 the previous year. Six students earned their high school diploma up from 3 students in school year 01-02. The percentage increasing their reading and math levels was 80% in each area. DJJ is committed to achieving higher standards and is confident that our strong staff of teachers, administrators, and associate teachers will exhaust all resources to achieve the best possible education for our students. Severe budget cuts have forced us to raise our class size from 8 to 12. Facing a number of challenges that include lack of student motivation and severely lagging reading and math skills, we have implemented several strategies: the direct instruction method of teaching reading, use of the Plato Computer-Assisted Learning System, and access to a highly skilled literacy coach for our high school teachers. We have also implemented several new vocational programs for the coming year. We will continually work toward higher standards of education for our students.

Meda C. Cobb

#### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with home-school relations	N/A	N/A	N/A

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

#### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.